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ABSTRACT

A study evaluated the Instructional Assistant Program that served 2,123 pupils in kindergarten and first grade by providing direct instructional service to selected underachieving pupils in the classroom setting. The program emphasized activities which would increase oral and written language and reading skills needed to be successful in school. The major evaluation effort was accomplished through the collection and analysis of the "Balloons" test (a concepts about print test) for kindergarten, and the Total Reading subtest of the Metropolitan Achievement test for first grade. Results for kindergarten indicated that: (1) 744 kindergarten pupils met the attendance goal (the treatment group) and were administered the "Balloons" test; (2) 78.8% of the treatment group successfully completed 12 of 17 items on the test; and (3) 81% of the teacher ratings agreed that pupil success was attributable to the services of the instructional assistant. Results for first grade pupils indicated that: 208 pupils met the attendance requirement and were included in the program evaluation process; 50% of the evaluation sample achieved a gain of 3.0 normal curve equivalent (NCE) points or more in Total Reading; 80.7% of the pupils were promoted; and 71.4% of the teacher ratings agreed that pupil success was attributable to the instructional assistant. More than 90% of the kindergarten and first grade assistants rated the inservice meetings as informative and helpful for classroom use. Findings suggest continuation of the program with attention given to three recommendations to enhance program success. (Sixteen tables of data are included; three tables of data and evaluation and survey instruments are attached.) (RS)

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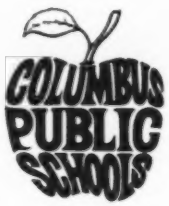
Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT

ADAPTATION OF CURRICULUM, INSTRUCTIONAL METHODS, AND MATERIALS COMPONENT INSTRUCTIONAL ASSISTANT PROGRAM

1991-92



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Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT
ADAPTATION OF CURRICULUM, INSTRUCTIONAL METHODS, AND MATERIALS COMPONENT
INSTRUCTIONAL ASSISTANT PROGRAM

1991-92

ABSTRACT

Description: The Instructional Assistant Program served 2123 pupils in kindergarten and first grade. Funding of the program was made available through the Ohio Disadvantaged Pupil Program Fund of 1991-92.

The goal of the program is to provide educational support for underachieving pupils. The instructional assistants were trained to provide direct instructional service to selected pupils in the classroom setting. Teachers involved with the program were assigned an assistant for one-half day and provided direct supervision for the assistant.

The program was located in 74 buildings with an equivalent of 147 assistants serving 157 teachers. The average number of pupils served by an assistant was 17.7 in kindergarten and 19.4 in first grade.

Time Interval: For evaluation purposes, the Instructional Assistant Program started September 23, 1991 for first grade and September 30, 1991 for kindergarten. For evaluation based on test data (first grade Objective 1.0 and kindergarten Objective 1.0), the time interval ended April 3, 1992. This provided a maximum of 117 possible days of instruction for kindergarten pupils and 122 days for grade one pupils. An additional 14 scheduled days (through May 1, 1992) were included in the time interval for evaluation of first grade Objective 2.0, not based on achievement test data, providing a maximum of 136 days for grade one pupils. To meet the attendance criterion (80%) for inclusion in the analysis for the time interval which ended April 3, 1992 (first grade Objective 1.0 and kindergarten Objective 1.0), first grade pupils must have attended 97.6 days and kindergarten pupils 93.6 days. To meet the attendance criterion (80%) for inclusion in the analyses for the time interval ending May 1, 1992 (first grade Objective 2.0), first grade pupils must have attended 108.8 days.

Activities: Implementation of the program was accomplished through daily instructional activities to strengthen and extend regular classroom instruction. Emphasis was placed on activities which would increase oral and written language and reading skills needed to be successful in school.

Program Objective: The first objective for kindergarten stated that at least 50 percent of the pupils who attend the program at least 80 percent of the instructional period will demonstrate an awareness of early concepts about print such that they will successfully complete 12 of 17 items on a concepts about print test (Balloons). Successful completion of at least 12 of 17 items is considered appropriate for promotion to grade 1. Objective 1.0 for first grade stated that at least 50 percent of the pupils who attend the program at least 80 percent of the instructional period or were discontinued will gain at least 3.0 NCE points for the instructional period in Total Reading. Gains for first grade were to be determined by a nationally standardized measure. Objective 2.0 for first grade stated that pupils who attend the program at least 80 percent of the instructional period or who were discontinued will demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade level. Objective 2.0 (kindergarten) and Objective 3.0 (first grade) stated that given the service of a half-time instructional assistant in the classroom, 80 percent of the teachers will observe that pupils receiving instructional assistance by the assistant will improve significantly in reading and language arts as a direct result of that service; and Objective 3.0

(kindergarten) and Objective 4.0 (first grade) stated that meaningful training sessions would be provided for participants regarding materials and skills necessary to perform the stated tasks of the instructional assistants. Kindergarten, Criterion 3.1 and first grade Criterion 4.1, stated that 80 percent of the participants would perceive each training session to be meaningful, while Criterion 3.2 and 4.2 stated that 80 percent of the participants would perceive the content of the training sessions as helpful in the classroom setting.

Evaluation Design: The major evaluation effort was accomplished through the collection and analysis of the Balloons test (locally constructed, 1990) for kindergarten. For first grade the Total Reading subtest of the Metropolitan Achievement Test, Form L (MAT6, 1985), Preprimer (Pretest) and Primer (Posttest), were administered to determine achievement gains for first grade pupils. Analyses of the first grade data included comparison between pretest and posttest scores in terms of raw scores, percentiles, and NCEs and for kindergarten an analysis of posttest scores in terms of minimum, maximum, and median scores. Locally constructed surveys were used to obtain data from staff working in the program.

Major Findings/Recommendations: Pupil census information indicated that 1668 kindergarten and 455 first grade pupils were served during the 1991-92 school year.

The attendance criterion was met by 744 kindergarten pupils, or 44.6 of the 1668 pupils served, who also received an administration of the achievement test. The attendance criterion was met by 208 first grade pupils, or 45.7% of the 455 pupils served and who also received an administration of the achievement test.

A review of the kindergarten data indicates that all program objectives were achieved. Objective 1.0 was attained. The data indicated 78.8% of the pupils in the treatment group (pupils who met the attendance criteria and had a valid test score) successfully completed 12 of 17 items on a concepts about print test (Balloons). The data indicated 81.0% (64) of the teacher ratings agreed that pupil success was attributable to the services of the instructional assistant. Objective 2.0 was attained. With regard to Objective 3.0 Criterion 3.1, more than 98 percent of the assistants rated the inservice meetings to be very informative and worthwhile; the data also indicated there was time to ask questions (96.8%) and questions were answered adequately (97.7%). With regard to Criterion 3.2, 94.9% of the kindergarten assistants responded positively regarding the helpfulness of the inservice content for classroom use. Objective 3.0, as specified in Criterion 3.1 and 3.2, was attained.

A review of the first grade data indicates that three of the program objectives were achieved. Objective 1.0 was achieved; 50.0% (108) of the evaluation sample achieved a gain of 3.0 NCE points or more in Total Reading. For Objective 2.0, 184 (80.7%) of the 228 pupils were promoted; Objective 2.0 was achieved. Objective 3.0 was not achieved. The data indicated 71.4% (15) of the teacher ratings agreed that pupil success was attributable to the instructional assistant. With regard to Objective 4.0 Criterion 4.1 more than 95 percent of the assistants rated the inservice meetings as very informative and worthwhile; the data also indicated there was time to ask questions and questions were answered adequately. With regard to Criterion 4.2, 91.9% of the assistants responded positively regarding the helpfulness of the inservice content for classroom use. Objective 4.0, as specified in Criterion 4.1 and 4.2, was attained.

It is strongly recommended that the Instructional Assistant Program be continued in the 1992-93 school year. The following recommendations are made to enhance program success: inservice meetings should be continued and focused on reading, language arts, and the assessment process; teachers should be provided with opportunities to attend inservice meetings as well. School visitation by the program evaluator should be continued next year to monitor evaluation concerns and respond to assistants' needs.

Ohio Disadvantaged Pupil Progress Fund

FINAL EVALUATION REPORT
ADAPTATION OF CURRICULUM, INSTRUCTIONAL METHODS, AND MATERIALS COMPONENT
INSTRUCTIONAL ASSISTANT PROGRAM

1991-92

Program Description

The goal of the Instructional Assistant Program is to provide an educational support program for underachieving pupils. The overall purpose of the program is to significantly improve the reading skills of underachieving pupils at kindergarten and grade one with additional reinforcement provided by a trained instructional assistant. The focus of the intervention strategies is centered on reading and writing using the whole-language approach. The instructional assistants are trained to provide direct instructional service to selected pupils in the classroom setting. Teachers involved with the program are assigned an assistant for one-half day and provide direct supervision for the assistant. The assistants attend inservice training sessions and are provided with supplementary materials and many instructional activities in the areas of oral language, written language, reading skills, mathematics, and classroom management. The assistants are also provided assistance whenever needed by two program coordinators who regularly visit the assistants at their schools and prepare and present some of the inservice programs to the assistants.

The Instructional Assistant Program was located in 74 buildings with 147 assistants serving 157 teachers. Assistants served first grade classrooms located in 15 buildings with an equivalent of 23.5 assistants serving 50 teachers. Assistants at the kindergarten level provided service in 61 buildings with an equivalent of 94.5 assistants serving 107 teachers. The buildings served by the program are listed below.

Schools served by the
Instructional Assistant Program

Alpine	Eastgate	Liberty	Salem
Arlington Park	Easthaven	Lincoln Park	Scioto Trail
Avondale	East Linden	Lindbergh	Scottwood
Beck	Fairmoor	Linden	Second
Binns	Fifth	Livingston	Shady Lane
Broadleigh	Forest Park	Main	Siebert
Burroughs	Franklinton	Maize	Southwood
Cassady	Gables	Maybury	Stewart
Cedarwood	Georgian Hts.	McGuffey	Stockbridge
Clinton	Heyl	Medary	Sullivant
Colerain*	Highland	Moler	Trevitt
Como	Hubbard	North Linden*	Valley Forge
Cranbrook	Hudson	Northtowne	Weinland Park
Dana	Huy	Oakland Park	West Broad
Deshler	Indian Springs	Oakmont	Westgate
Devonshire	Innis	Ohio	West Mound
Duxberry	Kent	Parkmoor	Winterset
Eakin	Koebel	Pilgrim	
East Columbus	Leawood	Reeb	

*Schools with both kindergarten and first grade assistants

Evaluation Design

Objectives

Kindergarten. The following objectives provided direction for the kindergarten program component:

Objective 1.0: At least 50 percent of the kindergarten pupils who attend the program at least 80 percent of the instructional period will demonstrate an awareness of early concepts about print such that they will successfully complete at least 12 of 17 items on a concepts about print test (**Balloons**). Successful completion of at least 12 of 17 items is considered appropriate for promotion to grade 1.

Objective 2.0: Given service of a half time instructional assistant in the classroom, 80 percent of the teachers will perceive that pupils receiving instructional assistance by the assistant improved significantly in reading and language arts as a direct result of that service.

Criterion 2.1 Evidence of pupil improvement in reading and language arts as a result of the services of the assistant as adjudged by the classroom teachers.

Objective 3.0: To provide meaningful training sessions for participants regarding materials and skills necessary to perform the stated tasks of the instructional assistants.

Criterion 3.1 Evidence that 80 percent of the participants perceived each training session to be meaningful.

Criterion 3.2 Evidence that 80 percent of the participants perceived the content of the training sessions as helpful in the classroom setting.

First Grade. The following objectives provided direction for the first grade program component:

Objective 1.0: At least 50 percent of the first grade pupils who attend the program at least 80 percent of the instructional period or are discontinued will gain at least 3.0 Normal Curve Equivalent (NCE) points for the instructional period in Total Reading. Gain will be measured by a nationally standardized achievement test.

Objective 2.0: At least 50 percent of the pupils who attend the program at least 80 percent of the instructional period or are discontinued will demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade level.

Objective 3.0: Given service of a half time instructional assistant in the classroom, 80 percent of the teachers will perceive that pupils receiving instructional assistance by the assistant improved significantly in reading and language arts as a direct result of that service.

Criterion 3.1 Evidence of pupil improvement in reading and language arts as a result of the services of the assistant as adjudged by the classroom teachers.

Objective 4.0: To provide meaningful training sessions for participants regarding materials and skills necessary to perform the stated tasks of the instructional assistants.

Criterion 4.I Evidence that 80 percent of the participants perceived each training session to be meaningful.

Criterion 4.2 Evidence that 80 percent of the participants perceived the content of the training sessions as helpful in the classroom setting.

Program Timeline and Discontinuation of Service

The Instructional Assistant Program timeline was grade specific. For evaluation purposes, the program started September 23, 1991 for first grade and September 30, 1991 for kindergarten. For evaluation based on test data (first grade Objective 1.0 and kindergarten Objective 1.0), the time interval ended April 3, 1992. This provided a maximum of 117 possible days of instruction for kindergarten pupils, and 122 days for grade one pupils. An additional 14 scheduled days (through May 1, 1992) were included in the time interval for evaluation of first grade Objective 2.0, providing a maximum of 136 days for grade one pupils. To meet the attendance criterion (80%) for inclusion in the analysis for the time interval which ended April 3, 1992 (first grade Objective 1.0 and kindergarten Objective 1.0), first grade pupils must have attended 97.6 days or have been discontinued and kindergarten pupils must have attended 93.6 days. To meet the attendance criterion (80%) for inclusion in the analyses for the time interval ending May 1, 1992 (first grade Objective 2.0), first grade pupils must have attended 108.8 days or have been discontinued.

The term "discontinued" was used only in conjunction with first grade pupils and indicated a pupil had met the program's criteria for no longer needing daily service from the instructional assistant. The procedures and criteria for discontinuance were generated and managed by Federal and State Programs.

Instruments

The evaluation design provided for the collection of data in five areas of program operation. Except for the standardized achievement test and the Kindergarten Assessment Portfolio, the instruments used to collect the data are found in the Appendix.

1. Test Information

Kindergarten

The Early Development Checklist and Letter Identification[1] (locally developed, 1991) were used to assess and select pupils for program inclusion. Both instruments are measures included in the Kindergarten Assessment Portfolio. All kindergarten pupils in program schools were administered the tests between September 3-27, 1991 by program staff. See Appendix B, pp. 32-33, to see copies of both instruments (see Footnote, Appendix A, p. 30).

The Balloons: A Concepts About Print Assessment[1] (locally constructed, 1991) was used to assess kindergarten pupil's Concepts About Print. The Balloons test is a criterion-referenced measure from the Kindergarten Assessment Portfolio. Program pupils were administered the test the week of April 6, 1992 by program teachers. See Appendix B, pp. 34-35, to see a copy of the Balloons Scoring Sheet (see Footnote, Appendix A, p. 30).

First Grade

The First Grade Screening Instrument, 1990 (revised as Kindergarten Assessment Portfolio, locally developed, 1991) was used to select pupils for the first grade program. All first grade pupils in program schools were administered the tests between September 3-20, 1991 by program staff. All test materials and related information were made available through Federal and State Programs.

For grade one the Reading subtest of the Metropolitan Achievement Test, Form L (MAT6, 1985), Preprimer (pretest) and Primer (posttest), were administered to determine first grade pupils achievement gains. The pretest for first grade was administered the week of September 16, 1991. The posttest was administered the week of April 6, 1992.

2. Pupil Census Information

Calendar Worksheet. The Calendar Worksheet (locally constructed) was used to record pupil service information and Selection Scores (see Appendix C, p. 44).

Pupil Data Sheet. A Pupil Data Sheet (locally constructed) was completed by program assistants and teachers for each pupil served. This instrument provided the following information: pupil progress, hours per week of instruction, English speaking status, discontinuation status (grade 1 only), and number of days of pupil service (see Appendix C, p. 45).

3. Classroom Teacher Survey Information

The Classroom Teacher Survey was completed by the teachers to whom assistants were assigned. The purpose of the instrument was to obtain teachers' perceptions of: (a) impact of the assistants' services on the pupils' reading skills, and (b) various aspects of the functioning of the program in the classroom. The locally developed survey was administered during May 1992 (see Appendix B and C, pp 36-37 and 46-47).

4. Inservice Evaluation Information

Instructional assistants were provided with an orientation inservice in September, 1991; they were asked to respond to the Orientation Evaluation Form (see Appendix B, pp. 38-39) at the end of the session. In addition, eight inservice training sessions were provided for the instructional assistants throughout the school year. At the end of each session, the assistants were asked to rate the value of the session by completing the General Inservice Evaluation Form (see Appendix B, p. 40).

5. Instructional Assistant Survey Information

During early May 1992, the Instructional Assessment Instrument (see Appendix B and C, pp. 41-42 and 48-49) was sent to all instructional assistants for them to assess the degree to which the content of the training sessions were judged to be helpful in fulfilling their responsibilities in the classroom.

In addition to the types of data specified in the evaluation design, process evaluation data were obtained via on-site visitations to program classrooms. Findings are discussed later in this report.

Major Finding

Kindergarten Component

The pupil census information is summarized in Table 1. The program served 1668 pupils for an average of 2.4 hours of instruction per week. Of this number, 1656 (99.3%) pupils were English speaking and 8 (0.5%) were identified as special education pupils. The average daily membership in the program was 1339.4 pupils. The average number of days scheduled per pupil was 105.2 days and the average number of days pupils were served was 92.3 days. The average number of pupils served per assistants was 17.7.

Table 1

Number of Pupils Served, Averages for Days Scheduled, Days Served, Daily Membership and Hours of Instruction Per Week Reported for Kindergarten 1991-92

Pupils Served	Girls	Boys	Average Days Scheduled	Average Days Served	Average Daily Membership	Average Hours of Instruction per Pupil per Week
1668	750	918	105.2	92.3	1339.4	2.4

To select pupils for the program, all kindergarten pupils were administered two selection instruments (Early Development Checklist and Letter Identification, locally developed, 1991) by program staff between September 3-27, 1991. Each test was scored and yielded a total raw score. Teachers used the Kindergarten Scoring Matrix to convert each pupil's raw scores on the two selection instruments to a single selection score. Selection scores were rank ordered from lowest to highest and recorded on the Program Selection List Form. Assistants served pupils with the lowest selection score (serving no more than 12 pupils). Those pupils who did not receive immediate service were placed on a waiting list and were to receive service as other pupils exited the program. First priority for pupil service was given to underachieving pupils not served by Chapter 1 programs. Second priority was at the option of the classroom teacher to include underachievers who were also being served in other competency education programs.

The evaluation sample was comprised of those pupils who attended 80 percent of the program days, and had a posttest score (Objective 1.0) on the Balloons test. The attendance criterion was met by 744 pupils, which was 44.6% of the 1668 pupils served. Of those pupils who received a spring administration of the Balloons test, 1510 had a valid test score. Data from testing are presented in Table 2.

The results of analyses of posttest data for minimum, maximum, and median scores are shown in Table 2. The median number of items correct on the posttest was 14.5. Raw scores on the test ranged from 0 to 17.

The first objective (Objective 1.0) called for 50 percent of the pupils in the evaluation sample to demonstrate an awareness of early concepts about print such that they would successfully complete 12 of 17 items on a concepts about print test (Balloons). Objective 1.0 was met with 78.8% (586) of the evaluation sample pupils successfully completing 12 or more items on the Balloons test at the end of the treatment period; 18.6% (138) were successful in completing all 17 item (see Table 2).

Although the results for the number of correct responses have been presented, the reader should be wary of trying to extrapolate these results into comparisons or make generalizations concerning other pupils in the general kindergarten population. Only a posttest was administered, no pretest was given. The results best reflect pupils' mastery of the specified program objective and preclude valid opportunities to make comparisons across projects using different tests (see Footnote, Appendix A, p. 30).

Table 2

Minimum, Maximum, and Median for the Balloons Posttest
Raw Scores Reported for Kindergarten
1991-92

	Posttest			Met Program Objective	
N[a]	Min.	Max.	Median	n	%
744	0	17	14.5	586	78.8

[a]Number of Evaluation Sample pupils.

The second objective stated that, given the service of a half-time instructional assistant in the classroom, 80 percent of the teachers will observe that pupils receiving instructional assistance by the assistant will improve significantly in reading and language arts as a direct result of that service. In May 1992, the teachers participating in the program were surveyed to obtain their perceptions of the impact of the services of the assistants on kindergarten pupils' reading readiness skills. Of the 107 program teachers surveyed, 80 (74.8%) returned the survey. The first part of the survey asked the teachers to respond to eight statements concerning the performance of the instructional assistant as well as the adequacy of the Balloons testing instrument. The second part of the survey asked the teachers to respond to 11 statements concerning the degree of progress by target pupils which could be attributed to the efforts of the instructional assistant. The third part of the survey asked teachers to indicate the number of pupils retained, the number that might have been retained were it not for the services of the instructional assistant, and the number of non-target group pupils retained. The teachers responded to the items in Part 1 and 2 using a 5-point rating scale from Strongly Disagree to Strongly Agree. Tables 3, 4 and 5 summarize responses to the three parts of the survey (see Appendix B, pp. 36-37).

The teachers agreement with item 1 (81.0%) is an indication that Criterion 2.1 specified in Objective 2.0 was achieved (see Table 3). The overall average response from teachers was 4.2 (on a 5-point scale).

Response to items 7 and 8 (Table 3) indicated that the time allotted for testing and the instructions provided for the testing process were very adequate. Of the 78 teachers responding to item 6 (Table 3), 60% indicated the Balloons test was an accurate measure of pupil's knowledge regarding concepts about print; the other teachers were unsure (10) or disagreed (8) with the accuracy of the measure.

Classroom teachers gave an average response of 4.0 or more (on a 5-point scale) on 6 of the 11 skill areas listed in Table 4. The survey also highlighted 7 areas of possible concern for which the average level of expectancy (80%) was not attained (items 1, 4, 6, and 8-11). Items were indicated as areas of possible concern when more than 20 percent of the responding teachers strongly disagreed, disagreed or were undecided about the item. The overall average rating of the 11 areas was 4.1.

Teacher responses to part three of the survey, Table 5, indicated that 19 target pupils were to be retained. A total of 100 additional pupils might have been retained were it not for the services of the instructional assistants; 23 non-target pupils were to be retained as judged by those teachers responding. It should be noted, the retention of kindergarten pupils is not the general practice in the Columbus Public Schools, however, retention is not prohibited.

Table 3

Number Responding and Average Response and Percent of Responses
to Part 1 of the Classroom Teacher Survey (Kindergarten)
1991-92

	Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1.	The overall readiness to read of pupils in the target group has improved significantly as a direct result of interacting with the instructional assistant.	79	4.2	2.5	12.7	3.8	21.5	59.5
2.	The instructional materials made by the assistant were useful in working with children.	79	4.2	2.5	11.4	2.5	31.7	51.9
3.	The instructional assistant has a basic understanding of how kindergarten pupils begin to read.	79	4.1	6.3	7.6	6.3	31.7	48.1
4.	The Resource Guide developed for the program has been of great value to the assistant in helping pupils.	77	4.1	1.3	7.8	15.6	35.1	40.3
5.	The instructional assistant relates well to the target pupils.	78	4.4	6.4	2.6	5.1	20.5	65.4
6.	The Balloons test (locally constructed) seemed to be an adequate measure of pupil's knowledge regarding concepts about print.	78	3.9	1.3	8.9	12.8	44.9	32.1
7.	The instructions given to complete the Balloons testing process were adequate.	79	4.3	0.0	1.3	10.1	48.1	40.5
8.	The time allotted for testing was adequate.	79	4.4	0.0	1.3	6.3	46.8	45.6

Note. Ratings were based on the following scale: SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree.

Table 4

Number Responding and Average Response and Percent of Responses
to Part 2 of the Classroom Teacher Survey (Kindergarten)
1991-92

	Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1.	Relate and share experiences and stories in correct sequence	79	4.0	5.1	7.6	8.9	36.7	41.8
2.	Recognize the letters of the alphabet	79	4.2	2.5	8.9	1.3	41.8	45.6
3.	Write their names and numbers (1-20)	80	4.2	1.3	10.0	3.8	40.0	45.0
4.	Contribute to an interactive writing activity	79	3.9	5.1	8.9	10.1	39.2	36.7
5.	Listen and respond to stories, poems, plays and other literacy forms	80	4.1	3.8	8.8	3.8	38.8	45.0
6.	Recall details, and stories	79	3.9	3.8	11.4	6.3	39.2	39.2
7.	Identify colors, shapes sizes	79	4.4	1.3	2.5	2.5	40.5	53.2
8.	Uses letter sound associations in reading and in writing	79	3.9	3.8	10.1	12.7	34.2	39.2
9.	Increase their reading independence	79	3.9	5.1	10.1	11.4	30.4	43.0
10.	Read familiar sentences	79	4.0	6.3	8.9	6.3	35.4	43.0
11.	Recognize high frequency words and understands concepts introduced in the Houghton Mifflin reading series	77	3.9	3.9	15.6	9.1	32.5	38.9

Note. Ratings were based on the following scale: SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree.

Table 5

Number of Responses to Part 3 of the
Classroom Teacher Survey (Kindergarten)
1991-92

Item	Number of Teachers	Number of Pupils
1. How many Instructional Assistant Program pupils are you retaining this year because of reading deficiencies?	78	19
2. How many Instructional Assistant Program target pupils might you have retained because of reading deficiencies, were it not for the services of the instructional assistant?	72	100
3. How many non-target group pupils are you retaining this year?	78	23

Note: There were 1668 program pupils served during 1991-92 school year

In summary, results indicate that Objective 2.0 was achieved. However, teacher ratings did appear to highlight the following as possible areas of concern: the inadequacy of the Balloons test as an accurate measure of pupil's knowledge regarding concepts about print (Table 3) and the inadequacy of efforts of the instructional assistant for some activities related to reading and language arts (items 1, 4, 6, and 8-11; Table 4).

The third objective stated that meaningful training sessions would be provided for participants regarding materials and skills necessary to perform effectively as an instructional assistant, as specified in Criterion 3.I. During the year, a series of 9 inservice sessions were provided for the kindergarten instructional assistants. At the end of each session, the assistants were asked to rate the value of the session by completing the Orientation Evaluation Form (September, 1991) and the General Inservice Evaluation Form for all other meetings (see Appendix B, pp. 38-40). Reports were given to Federal and State Programs following each meeting. The meetings were rated highly by participants. Comments by assistants indicated they favored having an opportunity to review familiar information, to share ideas and learn new instructional techniques (e.g. interactive writing), to see lessons modeled and receive guided reading and oral language information. The overall evaluation results of the content presented at the sessions is summarized for kindergarten in Table 6. The evidence shows that the kindergarten assistants perceived the inservice sessions to be very worthwhile (98.5%) and informative (98.8%); the data also indicated that there was time to ask questions (96.8%) and that questions were answered adequately (97.7%). Criterion 3.1 called for 80% of the participants to perceive that the content of the training sessions would be helpful in the classroom. Overall, 94.9% kindergarten assistants agreed that the content of the sessions was helpful in the classroom. Criterion 3.1 (see p. 2), as specified in Objective 3.0 was achieved. The dates and topics of inservice meetings for the 1991-92 school year are listed and can be found in Appendix D, Table D-3, page 52.

Table 6

Number and Average Responses of Kindergarten Assistants to Inservice Statements for All Meetings During 1991-92 School year

Statements	Number Responding	Average Response	Responses SD (1)	D (2)	U (3)	A (4)	SA (5)
I think this was a very worthwhile meeting.	479	4.6	3	1	3	168	304
The information presented in the meeting will assist me in my program.	480	4.6	3	0	3	163	311
There was time to ask questions pertaining to the presentation.	476	4.7	3	3	9	164	297
Questions were answered adequately.	472	4.6	3	1	7	145	316

Note: Items were rated using a 5-point scale where SD = Strongly Disagree; D = Disagree; U = Undecided; A = Agree; and SA - Strongly Agree.

In May 1992, the Instructional Assistant Assessment Instrument (see pp. Appendix B, pp. 41-42) was sent to the kindergarten instructional assistants. The purpose of this instrument was to assess the value of the inservice after the assistants had an opportunity to apply the inservice training and materials in the classroom. The assistants were asked to indicate the extent to which they agreed with 12 statements using a 5-point scale. Of the 115 assistants, 97 (84.3%) returned the survey. Table 7 contains the findings. Overall, 94.9% responded positively to the 12 statements regarding the value of inservice listed in Table 7. The evidence outlined in Table 7 shows that Criterion 3.2 as specified in Objective 3.0 was attained.

Process evaluation for the school year (1991-92) included: (1) the collection and review of Calendar Worksheets, and (2) school visits by the program evaluator to review records. Process evaluation conducted to monitor record keeping procedures of assistants occurred at three points in the year, November 1991 and February 1992 (Calendar Worksheets) and November 1, 1991 (School visits).

Each assistant was asked to send copies of the Calendar Worksheet for a randomly selected group of program pupils to the program evaluator. The Calendar Worksheet, implemented during the 1990-91 school year, was designed to document the days of pupil program service (see Appendix C, p. 44). Worksheets were reviewed to see if they were properly coded; those in error were corrected by phone or a short note. Needed information was supplied to those assistants having additional concerns. Calendar Worksheets were generally found to be in compliance with evaluation guidelines.

Beginning November, 1991 the DPPF program evaluator visited all program assistants to review records. More specifically, the purpose of these visits was to review pupil selection and related record

Table 7

Number Responding and Average Response and Percent of Responses for the Instructional Assistant Assessment Instrument (Kindergarten)
1991-92

	Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1.	As a result of the inservice training sessions, I have a greater understanding of how kindergarteners get ready to read.	97	4.5	0.0	0.0	2.1	44.3	53.6
2.	The inservice training sessions helped me to effectively participate in a kindergarten classroom.	97	4.4	0.0	1.0	3.1	48.5	47.4
3.	As a result of the inservice training sessions, I have a better understanding of the concerns and responsibilities that a kindergarten teacher has toward the instruction of beginning reading.	95	4.6	0.0	0.0	2.1	37.9	60.0
4.	The topics presented in the inservice training sessions were helpful to me in understanding my role in the classroom.	97	4.5	0.0	1.0	1.0	45.4	52.6
5.	I understand how the supplemental reading books for the Houghton Mifflin reading series are to be used at the kindergarten level.	96	4.3	0.0	1.0	5.2	56.3	37.5
6.	During the inservice training sessions, I learned many activities and instructional methods which may be used in the instruction of reading with kindergarten pupils.	96	4.5	0.0	0.0	2.1	46.9	51.0

(table continues)

Table 7 (continued)

Number Responding and Average Response and Percent of Responses for the Instructional Assistant Assessment Instrument (Kindergarten)
1991-92

	Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
7.	These inservice sessions made me aware of the instructional resources made available by our school system.	97	4.4	0.0	0.0	1.0	53.6	45.4
8.	After the inservice training sessions, I felt prepared to help children in learning to read.	97	4.5	0.0	2.1	1.0	43.3	53.6
9.	I shared information from the inservice training sessions with the kindergarten teacher(s) to whom I am assigned.	96	4.5	1.0	0.0	1.0	45.8	52.1
10.	The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils learn to read.	96	4.2	3.1	3.1	11.5	32.3	50.0
11.	I used the Resource Guide on at least a weekly basis.	94	4.2	1.1	3.2	9.6	44.7	41.5
12.	The Resource Guide was very useful to me in the instruction of reading and language arts skills.	95	4.5	0.0	2.1	2.1	43.2	52.6

Note. Ratings were based on the following scale: SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree.

keeping documents to insure that appropriate pupils were served--even if served for only one day. All kindergarten Instructional Assistant Program classrooms in 61 buildings were visited during the period from November 25, 1991 to February 3, 1992.

The data indicated no major problems regarding the documents reviewed during the visits. Generally, pupil's were correctly rank ordered for selection purposes and appropriate pupils were served; however, suitable notation did not always accompany those illegible pupil listed for service, but not served. Informally, assistants expressed a desire that there should be better communication between schools (assistants) when target pupils transferred between buildings to assure continued service, when possible; that forms currently used should be kept for record keeping purposes and used during the 1992-93 school year. Most selection lists were posted as requested. However, space was not always available for assistants and some classroom teachers preferred to maintain all selection documents. A few teachers (N=3) expressed concern that parents or other classroom visitors would view the list and make inappropriate comparisons and for this reason did not post the list. Nevertheless, nearly all were able to provide the information quickly when requested. Few selection lists needed to be updated.

First Grade Component

The pupil census information indicated that 455 pupils were served by the project during the 1991-92 school year. The average number of pupils served during the year by the 23.5 assistants was 19.4. Instructional service was scheduled for an average of 103.8 program days and pupils received service for an average of 93.6 days during the treatment period of the program. The average daily membership in the first grade component was 347.1. The average hours of instruction per week was 2.6 (see Table 8).

Table 8

Number of Pupils Served, Averages for Days Scheduled, Days Served, Daily Membership and Hours of Instruction Per Week Reported for Grade 1 1991-92

Pupils Served	Girls	Boys	Average Days Scheduled	Average Days Served	Average Daily Membership	Average Hours of Instruction per Pupil per Week
445	201	254	103.8	93.6	347.1	2.6

First priority for pupil service was given to underachieving pupils not served by Chapter 1 programs. All pupils were administered the First Grade Screening Instrument. Each test was scored and assistants ranked students based on their scores on the test (lowest to highest). Instructional assistants served pupils with the lowest scores, serving no more than 10 pupils.

Pupils who attended 80% (97.6) of the program days for the time interval which ended April 3, 1992, or were discontinued, and had valid pretest and posttest scores (for Objective 1.0) comprised the evaluation sample. The evaluation sample was comprised of 208 (45.7%) of the 455 pupils served. Data from testing are presented in Tables 9 and 10.

First grade pupils were administered the Reading subtest of the Metropolitan Achievement Test (MAT6, 1985), Level Preprimer, Form L in the fall and Level Primer, Form L in the Spring. Analyses were based on a comparison of the Total Reading score for each level of the test administered.

Analyses of pretest-posttest change scores of raw scores, percentiles, and normal curve equivalents (NCEs) were conducted. For the reader who is interested in the pre-and-posttest results for the number of correct responses and for percentile statistics, tables are included in Appendix D, Tables D-1 and D-2, page 51.

Although the results for the number of correct responses and for percentile statistics are available in the appendixes, the reader should be wary of trying to extrapolate these results into comparisons of pupils achievement. Raw scores are equal units of measurement, but can only provide a limited interpretation of achievement data. Percentiles provide comparative information but are not equal units of measure. Caution is advised in drawing conclusions about program impact from any of the scores above. Normal curve equivalents (NCEs) are generally considered to provide the truest indication of pupil growth in achievement, since they provide comparative information in equal units of measurement. Data for normal curve equivalents for the total reading skills tested are presented in Tables 9 and 10.

The average pretest NCE score was 23.3 and 28.7 on the posttest. The overall NCE gain for the program averaged 5.5 points on the Total Reading test (see Table 9).

Table 10 contains Total Reading test data related to changes in NCE scores for three ranges: (a) no improvement in NCE scores (< 0.5); (b) some improvement in NCE score (0.5 to 2.9); and (c) substantial improvement in NCE scores (3.0 or more). The Total Reading test data indicated that 112 (53.9%) pupils made gains in NCE scores. More specifically, 104 (50.0%) made substantial improvement and 8 (3.9%) made some improvement in NCE scores, while 96 (46.2%) made no improvement. The first evaluation objective set a goal that 50 percent of the sample pupils would gain 3.0 NCE points for the instructional period in Total Reading. The evaluation objective was met with 50% of the pupils gaining 3.0 NCE points or more for the instructional period.

The second objective stated that at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period (which ended May 1, 1992) or who were discontinued would demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade level. Information regarding promotion was obtained from the district's Student Master File (SMF) in June for 228 program pupils. The data indicated 184 (80.7%) of the pupils served during the program year were promoted; 44 (19.3%) pupils were not promoted. The results indicated that evaluation Objective 2.0 was achieved. The information collected is summarized in Table 11.

Objective 3.0 stated that, given the service of a half time instructional assistant in the classroom, 80 percent of the teachers would observe that pupils receiving instructional assistance by the assistant would improve significantly in reading and language arts as a direct result of that service. In May 1992, the teachers participating in the program were surveyed to obtain their perceptions of the impact of the services of the assistants on first grade pupils' reading skills. Of the 50 program teachers, 35 (70.0%) returned the survey. The first part of the survey asked the teachers to respond to eight statements concerning the

Table 9

Minimum, Maximum, Average, and Standard Deviation of the Total Reading Pretest and Posttest Normal Curve Equivalents (NCE) Reported for Grade 1
1991-92

	Pretest				Posttest					Met Program Objective	
N[a]	Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	Average Change	n	%
208	1	70.9	23.3	15.3	1	99.0	28.7	22.3	5.5	104	50.0

[a]Number of Evaluation Sample pupils.
Note. MAT6, Level Preprimer, Form L was administered in the Fall (Pretest) and Level Primer, Form L in the Spring (Posttest).

Table 10

Number and Percent of Pupils in Normal Curve Equivalents (NCE) Score Improvement Change Categories in the Total Reading Test for First Grade Pupils
1991-92

Test	N[a]	NCE Improvement Change Categories					
		No Improvement (less than 0.5)		Some Improvement (0.5 to 2.9)		Substantial Improvement (3.0 or more)	
		n	%	n	%	n	%
Total Reading	208	96	46.2	8	3.9	104	50.0

[a]Number of Evaluation Sample pupils.
Note. MAT6, Level Preprimer, Form L was administered in the Fall (Pretest) and Level Primer, Form L in the Spring (Posttest).

Table 11

The Number and Percent of Treatment Group Pupils
Who Were Promoted/Not Promoted to the
Next Grade Level
1991-92

Program Pupils	n	%
Promoted	184	80.7
Not Promoted	44	19.3
Total	228	100.0

performance of the instructional assistant as well as the adequacy of the test instrument administered. The second part of the survey asked the teachers to respond to 11 statements concerning the degree of progress by target pupils which could be attributed to the efforts of the instructional assistant. Part 3 of the survey asked teachers to indicate the number of pupils retained, the number that might have been retained this year because of reading deficiencies were it not for the services of the instructional assistant, and the number of non-target group pupils retained. The teachers responded to the items in Part 1 and 2 by using a 5-point rating scale from Strongly Disagree to Strongly Agree (see Appendix C, p. 46-47). Tables 12, 13, and 14 summarize responses to the three parts of the survey.

The data indicated 25 (71.4%) of the teachers were in agreement with item 1 (Table12) regarding the level of improvement of target pupils in reading and language arts being attributable to the instructional assistant. The overall average rating of the eight areas (Table 12) was (79.9%). Thus, Criterion 3.1 specified in Objective 3.0 was not achieved.

More specifically, the teachers responding to item 6, 55.9% (19) indicated that the MAT6 Test was an accurate measure of pupil achievement; 17.7% (6) teachers were undecided and 26.4% (9) believed the test was not an accurate measure (see Table 12). It should be noted the MAT6 was selected for use during the 1989-90 school year. At the time it was considered by the Division of Elementary Schools to be the best test for first grade which matched the districts Course of Study and fulfilled other informational needs. The test was required by the Reading Recovery Program and consequently perceived to be appropriate for all first grade testing within the district. Responses to item 7 indicated that test instructions were adequate. Responses indicated that most teachers felt that the time allotted for testing was very adequate (item 8); responses indicated that the Resource Guide's value was not perceived to be as helpful as anticipated (item 4). Response to item 3 indicated that teachers perceived that instructional assistants' understanding of reading and language arts instruction was not as great as desired.

Overall, 72.5% of the teachers attributed pupil progress to the instructional assistant as indicated by positive ratings of the 11 skill areas listed in Table 13. The survey also highlighted four areas of possible concern (items 1, 3, 5, and 6) which were indicated by more than 20 percent of the responding teachers. The overall rating of the 11 areas was 3.7 on a 5-point rating scale.

Table 12

Average Response and Percent of Responses for Part 1
of the Classroom Teacher Survey (First Grade)
1991-92

	Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1.	The overall reading and language art abilities of pupils in the target group improved significantly as a result of interacting with the instructional assistant.	35	3.7	2.9	11.4	14.3	51.4	20.0
2.	The instructional materials made by the assistant were useful in working with children.	35	4.0	8.6	0.0	8.6	48.6	34.3
3.	The instructional assistant has a basic understanding of how beginning reading and language arts are taught.	34	3.9	5.9	2.9	14.7	41.2	35.3
4.	The Resource Guide developed for the program has been of great value to the instructional assistant in helping pupils.	35	3.8	11.4	2.9	8.6	51.4	25.7
5.	During reading and language arts activities, the instructional assistant relates well to the pupils.	35	4.3	0.0	5.7	14.3	28.6	51.4
6.	The MAT6 instrument seemed to be an adequate measure of pupil achievement.	34	3.3	2.9	23.5	17.7	50.0	5.9
7.	The instructions given to complete the MAT6 testing process were adequate.	35	4.2	0.0	0.0	0.0	82.9	17.1
8.	The time allotted for testing was adequate.	35	4.1	0.0	2.9	2.9	74.3	20.0

Note. Ratings were based on the following scale: SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree.

Table 13

Average Response and Percent of Responses for Part 2
of the Classroom Teacher Survey (First Grade)
1991-92

	Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1.	Relate and share experiences and stories in interactive writing	32	3.8	3.1	18.8	3.1	43.8	31.3
2.	Recognize lower and upper case alphabet letters	35	4.1	2.9	5.7	2.9	54.3	34.3
3.	Write numerals correctly	35	3.7	5.7	14.3	14.3	37.1	28.6
4.	Form and space letters and words correctly	35	3.8	5.7	11.4	8.6	42.9	31.4
5.	Write one or more complete sentences	35	3.6	5.7	14.3	14.3	42.9	22.9
6.	Read independently	35	3.3	5.7	20.0	20.0	42.9	11.4
7.	Recognize that words may name people, places, animals, and things	35	3.7	5.7	11.4	8.6	54.3	20.0
8.	Recall details in stories	35	3.8	5.7	2.9	11.4	65.7	14.3
9.	Read familiar groups of words or sentences accurately	35	3.7	5.7	8.6	11.4	57.1	17.1
10.	Listen and respond to stories, poems, plays, and other literacy forms	35	3.9	5.7	5.7	8.6	57.1	22.9
11.	Recognize high frequency words and understand concepts introduced in the Houghton-Mifflin reading series	35	3.6	5.7	11.4	17.1	48.6	17.1

Note. Ratings were based on the following scale: SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree.

Teacher responses to Part 3 of the survey, Table 14, indicated that 76 grade 1 program pupils were retained this year and that a total of 62 additional pupils might have been retained this year because of reading deficiencies were it not for the services of the instructional assistant as judged by those teachers responding. One non-target group pupil was retained this year.

The data indicated Criterion 3.1 specified in Objective 3.0 was not achieved. Teacher ratings highlighted areas of possible concern: the inadequacy of the MAT6 as an accurate measure of pupil's achievement (Table 12) and the inadequacy of efforts of the instructional assistant for some activities related to reading and language arts (items 1, 3, 5, and 6: Table 13).

Table 14

Number of Responses to Part 3 of the
Classroom Teacher Survey (First Grade)
1991-92

Item	Number of Teachers	Number of Pupils
1. How many Instructional Assistant Program pupils are you retaining this year because of reading deficiencies?	35	76
2. How many Instructional Assistant Program target pupils might you have retained because of reading deficiencies, were it not for the services of the instructional assistant?	30	62
3. How many non-target group pupils are you retaining this year?	34	1

The fourth objective stated that meaningful training sessions would be provided for participants regarding materials and skills necessary to perform effectively as an instructional assistant, as specified in Criterion 4.1. During the year, a series of 9 inservice sessions were provided first grade instructional assistants. At the end of each session, the assistants were asked to rate the value of the session by completing the Orientation Evaluation Form (September, 1991) and the General Inservice Evaluation Form for all other meetings (see Appendix C, pp. 48-49). Reports were given to Federal and State Programs following each meeting. The meetings were rated highly by participants. Comments by assistants indicated they favored hands-on experiences ("make-it take-it" workshops) and would like to have the classroom teacher given the opportunity to attend the inservice as well. The overall evaluation results of the content presented at the sessions for first grade is summarized in Table 15. The evidence shows that the first grade assistants perceived the inservice sessions to be very informative (100%), worthwhile (99.2%), there was time to ask questions pertaining to the presentation (95.8%), and questions were answered adequately (95.4%). Criterion 4.1 called for 80% of the participants to perceive that each training session

would be meaningful. Overall, 91.9% first grade assistants agreed that each training sessions was meaningful. Thus Criterion 4.1, as specified in Objective 4.0 for first grade, was achieved.

Table 15

Number and Average Responses to Inservice Statements
for All Meetings of First Grade Assistants
During 1991-92 School Year

Statements	Number Responding	Average Response	Responses SD (1)	D (2)	U (3)	A (4)	SA (5)
I think this was a very worthwhile meeting.	130	4.7	0	0	1	54	75
The information presented in the meeting will assist me in my program	130	4.6	0	0	0	53	77
There was time to ask questions pertaining to the presentation.	118	4.5	1	2	2	46	67
Questions were answered adequately.	130	4.5	0	2	4	48	76

Note: Items were rated using a 5-point scale where SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, and SA = Strongly Agree.

In May 1991, the Instructional Assistant Assessment Instrument (see Appendix C, pp. 48-49) was sent to the first grade instructional assistants. The purpose of this instrument was to assess the value of the inservice after the assistants had an opportunity to apply the inservice training and materials in the classroom. The assistants were asked to indicate the extent to which they agreed with 12 statements using a 5-point rating scale. The instrument was returned by 23 (87.5%) of 32 assistants surveyed. The evaluation results are summarized in Table 16.

Criterion 4.2 called for 80% of the participants to perceive that the content of the training sessions would be helpful in the classroom. The evidence outlined in Table 16 shows that Criterion 4.2 of Objective 4.0 was met. Overall, 97.6% responded positively to the 12 statements regarding the value of inservice listed in Table 7. The achievement of Criterion 4.1 and 4.2 indicate Objective 4.0 was attained. Ratings indicated that assistants perceived the content of the inservice meetings were helpful in the classroom and enhanced their understanding of the teachers' reading/language arts responsibilities. While assistants' ratings were more positive than anticipated, they did highlight one area of possible concern (i.e., the inadequacy of the Resource Guide for use on a weekly basis).

Process evaluation for the school year (1991-92) included: (1) the collection and review of Calendar Worksheets, and (2) school visits were conducted by the program evaluator to review records. Process evaluation conducted to monitor record keeping procedures occurred at three points in the year, November 1991 and February 1992 (collection of Calendar Worksheets), and November 1, 1991 (school visits).

Table 16

Number Responding and Average Response and Percent of Responses for the Instructional Assistant Assessment Instrument (First Grade)
1991-92

	Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
1.	As a result of the inservice training sessions, I have a greater understanding of how first graders learn to read.	28	4.2	0.0	0.0	0.0	78.6	21.4
2.	The inservice training sessions have helped me to effectively participate in a first grade classroom.	27	4.4	0.0	0.0	0.0	62.9	37.0
3.	As a result of the inservice training sessions, I have a better understanding of the concerns and responsibilities that a first grade teacher has toward the instruction of reading and language arts.	27	4.2	0.0	0.0	3.7	77.8	18.5
4.	The topics presented in the inservice training sessions were helpful to me in understanding my role in the classroom.	28	4.5	0.0	0.0	3.6	46.4	50.0
5.	I understand how the Houghton-Mifflin reading series is to be used at the first grade level.	28	4.2	0.0	3.6	7.1	57.1	32.1
6.	During the inservice training sessions, I learned many activities and instructional methods which may be used in the teaching of reading and language arts with first grade pupils.	26	4.7	0.0	0.0	0.0	34.6	65.4

(table continues)

Table 16 (continued)

Number Responding and Average Response and Percent of Responses for the Instructional Assistant Assessment Instrument (First Grade)
1991-92

	Item	Number Responding	Average Response	Percent SD (1)	D (2)	U (3)	A (4)	SA (5)
7.	These inservice sessions have made me aware of the instructional resources made available by our school system.	28	4.3	0.0	0.0	3.6	67.9	28.6
8.	After the inservice training sessions, I felt prepared to help children develop and use reading and language arts skills.	28	4.4	0.0	0.0	7.1	50.0	42.9
9.	I shared information from the inservice training sessions with the first grade teacher(s) to whom I am assigned.	28	4.4	0.0	0.0	3.6	50.0	46.4
10.	The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils develop and use reading and language arts skills.	28	4.5	0.0	0.0	3.6	46.4	50.0
11.	I used the Resource Guide on at least a weekly basis.	28	3.6	0.0	17.9	21.4	46.4	14.3
12.	The Resource Guide was very useful to me in the instruction of reading and language arts skills.	28	3.9	0.0	10.7	10.7	60.7	17.9

Note. Ratings were based on the following scale: SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree.

Each assistant was asked to send copies of the Calendar Worksheet for a randomly selected group of program pupils to the program evaluator. The Calendar Worksheet, implemented during the 1990-91 school year, was designed to document the days of pupil program service (see Appendix C, p. 44). Worksheets were reviewed to see if they were properly coded; those in error were corrected by phone or a short note. Needed information was supplied to those assistants having additional concerns. Calendar Worksheets were generally found to be in compliance with evaluation guidelines.

Beginning November, 1991 the DPPF program evaluator visited all program assistants to review records. More specifically, the purpose of these visits was to review pupil selection and related record keeping documents to insure that appropriate pupils were served--even if served for only one day. All first grade Instructional Assistant Program classrooms in 15 buildings were visited during the period from November 25 to February 3, 1992.

The data indicated no major problems regarding the documents reviewed during the visits. Generally, pupil's test scores were correctly rank ordered for selection purposes and appropriate pupils were served, however, suitable notation as requested was not always made for illegible pupils listed for service, but not served. Informally, assistants expressed a desire that there should be better communication between schools (assistants) when target pupils transferred between buildings to assure continued service, when possible. Most selection lists were posted as desired or made readily available upon request. Few selection lists needed to be updated.

Summary

The kindergarten and first grade components of the Instructional Assistant Program provided educational support for pupils who were underachievers. Instructional assistants were trained to provide direct instructional service to selected pupils in the classroom setting. The kindergarten component was conducted in 61 schools with an equivalent of 94.5 assistants serving 1668 pupils and 107 teachers; the first grade component was conducted in 15 schools with the equivalent of 23.5 assistants serving 455 pupils and 50 teachers.

For evaluation purposes, the Instructional Assistant Program started September 23, for first grade and September 30, 1991 for kindergarten. For evaluation based on test data (first grade Objective 1.0 and kindergarten Objective 1.0), the time interval ended April 3, 1992. This provided a maximum of 117 possible days of instruction for kindergarten pupils, or 122 days for grade one pupils. An additional 14 scheduled days (through May 1, 1992) were included in the time interval for evaluation of first grade Objective 2.0 providing a maximum of 136 days. To meet the attendance criterion (80%) for inclusion in the analysis for the time interval which ended April 3, 1992 (first grade Objective 1.0 and kindergarten Objective 1.0), first grade pupils must have attended 97.6 days and kindergarten pupils 93.6 days. To meet the attendance criterion (80%) for inclusion in the analyses for the time interval ending May 1, 1992 (first grade Objective 2.0), first grade pupils must have attended 108.8 days.

Program pupils in kindergarten and in first grade were each included in one evaluation sample. The kindergarten sample was comprised of pupils who were in the treatment group and had a valid posttest score. The evaluation sample for first grade was comprised of pupils who were in the treatment group, were English speaking, and had valid Total Reading pretest and posttest scores. The treatment group (kindergarten and first grade) were those pupils who attended the program at least 80 percent of the instructional period.

The term discontinued referred to first grade pupils (only) who met program criteria for no longer needing daily services from the instructional assistant. The procedure and criteria for ending service were generated and managed by Federal and State Programs.

Kindergarten Component

The kindergarten component of the Instructional Assistant Program provided an educational program for kindergarten pupils who were underachievers in reading. The program was conducted in 61 schools with an equivalent of 94.5 assistants serving 1668 pupils and 107 teachers. The average number of kindergarten pupils served per instructional assistant was 17.7 during the 1991-92 school year.

There were three Objectives established for the kindergarten component of the Instructional Assistant Program. All were achieved.

Objective 1.0 called for evidence that 50 percent of the kindergarten pupils who attend at least 80 percent of the instructional period would demonstrate an awareness of early concepts about print such that they would successfully complete at least 12 of 17 items on a concept about print test (Balloons). Successful completion of at least 12 of 17 items is considered appropriate for promotion to grade 1. The data indicated 78.8% (586) of the pupils successfully completed 12 or more of the 17 items on the test. Objective 1.0 was attained.

Objective 2.0 stated that, given the service of a half time instructional assistant in the classroom, 80 percent of the kindergarten teachers will perceive that pupils receiving instructional assistance by the assistant will improve significantly in reading and language arts as a direct result of that service. Teachers were surveyed in the spring to assess their perceptions regarding the services rendered by the instructional assistant. Of the 107 teachers surveyed, 80 (74.8%) returned the survey. The first part of the survey asked the teachers to respond to eight statements concerning the performance of the instructional assistant as well as the adequacy of the MAT6 testing instrument. The second part of the survey asked the teachers to respond to 11 statements concerning the degree of progress by target pupils which could be attributed to the efforts of the instructional assistant. The third part of the survey asked teachers to indicate the number of pupils retained, the number that might have been retained were it not for the services of the instructional assistant, and the number of non-target group pupils retained. The teachers responded to the items in Part 1 and 2 using a 5-point rating scale from Strongly Disagree to Strongly Agree.

The data indicated 81.0% (64) of the teacher ratings agreed that pupil success was attributable to the services of the instructional assistant. Objective 2.0 was attained. However, classroom teacher ratings highlighted areas of possible concern. The areas of concern, which were indicated by more than 20 percent of the responding teachers, were the perceived inadequacy of the Balloons test as an accurate measure of pupil's knowledge regarding concepts about print and 7 skill areas.

Objective 3.0 stated that meaningful training sessions were to be provided for participants regarding materials and skills necessary to perform the stated tasks of the instructional assistant. Criterion 3.1 called for 80% of the participants to perceive that each training session was meaningful. During the year, 9 inservice sessions were provided for the kindergarten instructional assistant. The evidence shows that kindergarten assistants perceived the inservice sessions to be very worthwhile (98.5%) and informative (98.8%); the data also indicated there was time to ask questions (96.8%) and that questions were answered adequately (97.7%). Criterion 3.2 called for 80% of the participants to perceive that the content of the training sessions would be helpful in the classroom. Overall, 94.9% kindergarten assistants agreed that the content of the sessions was helpful in the classroom. Thus Criterion 3.2, as specified in Objective 3.0 for kindergarten, was achieved. The achievement of Criterion 3.1 and 3.2 indicate Objective 3.0 was attained.

Process evaluation for the school year (1991-92) included: (1) the collection and review of Calendar Worksheets, and (2) school visits were conducted by the program evaluator to review records. Process evaluation conducted to monitor record keeping procedures occurred at three points in the year, November 1992 and February 1992 (collection of Calendar Worksheets), and November 1, 1991 (school visits).

Each assistant was asked to send copies of the Calendar Worksheet for a randomly selected group of program pupils to the program evaluator. Worksheets were reviewed to see if they were properly coded; those in error were corrected by phone or a short note. Needed information was supplied to those assistants having additional concerns. Calendar Worksheets were generally found to be in compliance with evaluation guidelines.

November 25, 1991 to February 3, 1992 the DPPF program evaluator visited all program assistants to review pupil selection and related record keeping documents to insure that appropriate pupils were served--even if served for only one day. All kindergarten Instructional Assistant Program classrooms in 61 buildings were visited.

The data indicated no major problems regarding the documents reviewed during the visits. Generally, pupil's test scores were correctly rank ordered for selection purposes and appropriate pupils were served. Most selection list were posted as requested. However, space was not always available for assistants and some classroom teachers preferred to maintain all selection documents. A few teachers (N=3) expressed concern that parents or other classroom visitors would view the list and make inappropriate comparisons and for this reason did not post the list.

First Grade Component

The first grade component of the Instructional Assistant Program continued to provide an educational program for first grade pupils who were underachievers in reading. The program was conducted in 15 schools with the equivalent of 23.5 assistants serving 455 pupils and 50 teachers. The average number of grade 1 pupils served per instructional assistant was 19.4 during the 1991-92 school year.

There were four Objectives established for the first grade component of the Instructional Assistant Program. Three of program Objectives were achieved.

Objective 1.0 called for evidence that 50 percent of the first grade pupils who attended the program at least 80 percent of the instructional period or were discontinued (pupil met the program's criteria for no longer needing service) would gain 3.0 Normal Curve Equivalent (NCE) points for the instructional period in Total Reading. Gain was to be measured by a nationally standardized achievement test. The objective was achieved by 50% (104) of the pupils in the evaluation sample.

Objective 2.0 called for 50% of the pupils in the treatment group (in attendance for 80 percent of the program) to be promoted to the next grade level in June. Information regarding promotion was obtained from the districts Student Master File (SMF) in June for 228 pupils in the treatment group. Of this number, the data indicated 80.7% (184) were promoted. Thus, Objective 2.0 was achieved.

Objective 3.0 stated that, given the service of a half time instructional assistant in the classroom, 80 percent of the first grade teachers would observe that pupils receiving instructional assistance by the assistant would improve significantly in reading and language arts as a direct result of that service. In May, the teachers participating in the program were surveyed to obtain their perceptions of the impact of the services of the assistants on first grade pupils' reading skills. Of the 50 program teachers, 35 (70.0%) returned the survey. The first part of the survey asked the teachers to respond to eight statements concerning the performance of the instructional assistant as well as the adequacy of the test instrument administered. The second part of the survey asked the teachers to respond to 12 statements concerning the degree of progress by target pupils which could be attributed to the efforts of the instructional assistant. Part 3 of the survey asked teachers to indicate the number of pupils retained, the number that might have been retained this year because of reading deficiencies were it not for the services of the instructional assistant, and the number of non-target group pupils retained. The teachers responded to the items in Part 1 and 2 by using a 5-point rating scale from Strongly Disagree to Strongly Agree.

The data indicated 25 (71.4%) of the teachers were in agreement with item 1 regarding the level of improvement of target pupils in reading and language arts being attributable to the instructional assistant. The overall average rating of the eight areas was (79.9%). Thus, Criterion 3.1 specified in Objective 3.0 was not achieved.

Teacher ratings highlighted possible areas of concern. The areas of concern, which were indicated by more than 20 percent of the responding teachers, were the perceived inadequacies of the MAT6 as an accurate measure of pupil achievement and four skill areas.

Objective 4.0 stated that meaningful training sessions were to be provided for participants regarding materials and skills necessary to perform the stated tasks of the instructional assistant. Criterion 4.1 called for 80% of the participants to perceive that each training session was meaningful. During the year 9 inservice sessions were provided for the first grade instructional assistants. The evidence shows that first grade assistants perceived the inservice sessions to be informative (100%), worthwhile (99.2%), there was time to ask questions pertaining to the presentation (95.8%), and questions were answered adequately (95.4%). Overall, 91.9% first grade assistants agreed that the content of the sessions was meaningful. Criterion 4.1 was achieved. Criterion 4.2 called for 80% of the participants to perceive that the content of the training sessions would be helpful in the classroom. Overall, 97.6% first grade assistants agreed that the content of the sessions was helpful in the classroom. Thus Criterion 4.2, as specified in Objective 4.0 for first grade, was achieved. The achievement of Criterion 4.1 and 4.2 indicate Objective 4.0 was attained.

Process evaluation for the school year (1991-92) included: (1) the collection and review of Calendar Worksheets, and (2) school visits by the program evaluator to review records. Process evaluation conducted to monitor record keeping procedures occurred at three points in the year, November 1991 and February 1992 (Calendar Worksheets) and November 1, 1991 (school visits).

Each assistant was asked to send copies of the Calendar Worksheet for a randomly selected group of program pupils to the program evaluator. Worksheets were reviewed to see if they were properly coded; those in error were corrected by phone or a short note. Needed information was supplied to those assistants having additional concerns. Calendar Worksheets were generally found to be in compliance with evaluation guidelines.

In November, 1991 the DPPF program evaluator visited all program assistants to review records. More specifically, the purpose of these visits was to review pupil selection and related record keeping documents to insure that appropriate pupils were served--even if served for only one day. All first grade Instructional Assistant Program classrooms in 15 buildings were visited during the period from November 25 to February 3, 1992.

The data indicated no major problems regarding the documents reviewed during the visits. Generally, pupil's test scores were correctly rank ordered for selection purposes and appropriate pupils were served, however, suitable notation as requested was not always made for illegible pupils listed for service, but not served. Informally, assistants expressed a desire that there should be better communication between schools (assistants) when target pupils transferred between buildings to assure continued service, when possible. Most selection list were posted as desired or made readily available upon request. Few selection lists needed to be updated.

Recommendations

Based on the evaluation results, it is strongly recommended that the Instructional Assistants Program be continued in the 1992-93 school year. The following recommendations are made to enhance program success:

1. Provide an inservice program for assistants to broaden the base of instructional skills as highlighted by the concerns reflected in the surveys of the kindergarten and first grade component personnel. In addition, a major focus of the inservice program should be to improve those skills needed to enhance the newly adopted (language based) reading series and heighten awareness and broaden understanding of the testing process.

2. Provide at least one team inservice meeting for teachers and assistants to broaden the understanding of their roles and responsibilities with regard to instructional objectives and program goals, especially in the areas of improving reading and language arts as appropriate at both grade levels. Emphasis should be placed on joint planning, communication, and co-operation.

3. When and wherever possible, the program evaluator should increase program classroom visitations to ascertain the degree of evaluation compliance and to address the concerns of assistants.

References

Columbus Public Schools, (1991). Kindergarten Assessment Portfolio. Columbus, OH: Competency Based Education Department. Federal and State Programs. Department of Program Evaluation.

CTB/McGraw-Hill Staffwriters. (1981). Comprehensive Test of Basic Skills, Monterey, California: CTB/McGraw-Hill.

Appendix A

Footnotes

Footnote

[1]The Kindergarten Assessment Team under the direction of the Division of Curriculum and Instruction, Early Childhood Education Department, developed a packet of instruments called the Kindergarten Assessment Portfolio. This portfolio was written for the Columbus City School district under the direction of the Competency Based Education Department. Federal and State Programs and in conjunction with the Department of Program Evaluation in Summer 1991. The purpose of the packet of instruments was to assist the teacher in forming an accurate portrait of the total child.

Appendix B

Kindergarten Component

PLACE LABEL HERE
STUDENT NO. _ _ _ _ _ _ _ BIRTHDATE _ _ _ _ _ _ _ _ (M M D D Y Y)
NAME _ _ _ _ _ _ _ _

LETTER IDENTIFICATION SCORING SHEET

Date: _____ School: _____

Classroom Teacher: _____

LETTER	SCORE	LETTER	SCORE
A	___	a	___
G	___	g	___
M	___	m	___
S	___	s	___
Y	___	y	___
C	___	c	___
W	___	w	___
Q	___	q	___
K	___	k	___
E	___	e	___
I	___	t	___
O	___	i	___
U	___	o	___
B	___	u	___
H	___	b	___
N	___	h	___
T	___	n	___
Z	___	t	___
F	___	z	___
L	___	f	___
R	___	l	___
X	___	r	___
D	___	a	___
J	___	x	___
P	___	d	___
V	___	j	___
		p	___
		v	___
		g	___
COLUMN TOTAL	/26	COLUMN TOTAL	/29

TOTAL /55

Directions:

1. Be certain you have completed the required information at the top of the form on the reverse side.
2. In the SCORE column, place a 1 if the pupil responded correctly. If the pupil's response was incorrect, place a 0 in the blank. If the pupil did not attempt to identify the letter, do not mark anything on the line.
3. Record the COLUMN TOTALS in the spaces provided.
4. Record the TOTAL for all items in the space provided.
5. After completing this form, return the original to your program evaluator at 52 Starling Street and keep a copy for yourself.

SCORING SHEET FOR B A L L O O N S

Name _____ School _____

Date _____ Room _____

PROCEDURES	DIRECTIONS	CRITERIA	YES	NO	OBJECTIVES
Hold the book vertically by the outside edge, spine toward the child.	"I'm going to read this book to you, but I want you to help me." "Show me the front of the book."	Child must point to front cover of the book.			Child knows front from back of book.
READ THE TITLE OF THE BOOK					
Open the book to page 2.	"I'll read this story. You help me. Show me where to start reading."	Child must point to any part of the page with text.			Child knows that the print, not the picture, carries the message.
READ PAGE 2					
Turn to page 4/5	"Where do I start to read?"	Child must point to the word "I".			Child knows to begin reading at top left of the print.
	"Which way do I go?"	Child must indicate left to right movement across top line of print.			Child knows left to right movement.
	"Where do I go next?"	Child must point to the word "and".			Child knows return sweep.
READ PAGE 4 AND MODEL POINTING					
Turn to page 6/7	"Where do I start to read?"	Child must point to any place on page 6.			Child knows that left page is read before right page.
READ PAGE 6 AND MODEL POINTING					
Point to page 7	"You point while I read this page."	Child must point to each word as it is read slowly.			Child knows one-to-one word match.
READ PAGE 7					

PROCEDURES	DIRECTIONS	CRITERIA	YES	NO	OBJECTIVES
Turn to page 9	"You point while I read."	Child must point to each word as it is read slowly.			Child knows one-to-one word match.
READ PAGE 9					
Turn to page 11	"Now you point and read."	Child must read and point correctly to each word as he reads it.			Child knows one-to-one word match and is able to read accurately.
Turn to page 13	"You point and read."	Child must read and correctly point, etc.			Same as above.
Turn to page 14	"You point and read."	Child must read and correctly point, etc.			Same as above.
Turn to page 15	"You point and read."	Child must read accurately.			Child is able to read accurately.
READ PAGE 17					
Teacher directs student to move cards to complete each task. DEMONSTRATE					
Place the cards outside the print.	"Move these cards and show me one letter."	Child must show one letter only.			Child knows concept of a letter.
Place the cards outside the print.	"Move these cards and show me two letters."	Child must show two letters only.			Child knows concept of two letters.
Place the cards outside the print.	"Move these cards and show me one word."	Child must show one word only.			Child knows concept of a word.
Place the cards outside the print.	"Move these cards and show me two words."	Child must show two words only.			Child knows concept of two words.
Place the cards outside the print.	"Move these cards and show me a 'capital' or 'upper case' letter."	Child must show the capital letter.			Child knows concept of capital letter.
41		Total Number of 'YES' Responses			42

Columbus Public Schools
Instructional Assistant Program (Kindergarten)
1991-92

CLASSROOM TEACHER SURVEY

The Classroom Teacher Survey of the Instructional Assistant Program is designed to evaluate your perceptions of the overall aide program. Please complete the following survey and return it by school mail no later than May 22, 1992. Thank you.

Part 1. Listed below are statements regarding the Instructional Assistant Program. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strongly Agree, (A) Agree, (U) are Undecided, (D) Disagree or (SD) Strongly Disagree.

1.	The overall readiness to read of pupils in the target group has improved significantly as a direct result of interacting with the instructional assistant.	SA	A	U	D	SD
2.	The instructional materials made by the assistant were useful in working with children.	SA	A	U	D	SD
3.	The instructional assistant has a basic understanding of how kindergarten pupils begin to read.	SA	A	U	D	SD
4.	The Resource Guide developed for the program has been of great value to the assistant in helping pupils.	SA	A	U	D	SD
5.	The instructional assistant relates well to the target pupils served.	SA	A	U	D	SD
6.	The Balloons test (locally constructed) seemed to be an adequate measure of pupil's knowledge regarding concepts about print.	SA	A	U	D	SD
7.	The instructions given to complete the Balloons testing process were adequate.	SA	A	U	D	SD
8.	The time allotted for testing was adequate.	SA	A	U	D	SD

Part 2. Please indicate the degree to which progress was experienced by target group pupils in reading and language arts which can be attributed to the efforts of the instructional assistant. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strongly Agree, (A) Agree, (U) are Undecided, (D) Disagree or (SD) Strongly Disagree.

As the result of the efforts of the instructional assistant, target group pupils are better able to:

1.	Relate and share experiences and stories in correct sequence	SA	A	U	D	SD
2.	Recognize the letters of the alphabet	SA	A	U	D	SD
3.	Write their names and numbers (1-20)	SA	A	U	D	SD
4.	Contribute to an interactive writing activity	SA	A	U	D	SD
5.	Listen and respond to stories, poems, plays and other literary forms	SA	A	U	D	SD
6.	Recall details and stories	SA	A	U	D	SD
7.	Identify colors, shapes, and sizes	SA	A	U	D	SD
8.	Use letter-sound associations in reading and in writing	SA	A	U	D	SD
9.	Increase their reading independence	SA	A	U	D	SD
10.	Read familiar sentences	SA	A	U	D	SD
11.	Recognize high frequency words and understand concepts introduced in the Houghton-Mifflin reading series	SA	A	U	D	SD

Part 3 Listed below are questions regarding the impact of the instructional assistant on the progress of target pupils. Please indicate your response by recording the appropriate number.

1. How many instructional assistant program target pupils re you retaining this year because of reading deficiencies?_____

2. How many additional instructional assistant program target pupils might you have retained, because of reading deficiencies, were it not for the services of the instructional assistant?_____

3. How many non-target group pupils are you retaining this year?_____

ESEA CHAPTER 1, CHAPTER 2, AND DPPF
ORIENTATION INSERVICE EVALUATION FORM
1991-92 ORIENTATION

Date of Orientation Meeting _____ A.M.___ P.M.___

Circle only the program(s) you are in:

ESEA Chapter 2 Program:
(1) FDK

ESEA Chapter 1 Programs:
(2) ADK
(3) Reading-Elementary (2-5)
(4) Mathematics-Elementary (3-5)
(5) Reading-Middle School (6-8)
(6) Mathematics-Middle School (6-8)
(7) N or D (1-12)
(8) Nonpublic (1-8)
(9) Reading Recovery (1)
(10) Chap. 1 Early Literacy (1-2)

DPPF Programs:
(11) Instructional Assistant - K
(12) Instructional Assistant - 1
(13) Early Literacy (2)

Other (Specify)
(14) _____

Circle the number that indicates the extent to which you agree with statements 1-4, in rating the overall day of inservice.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I think this was a very worthwhile inservice.	5	4	3	2	1
2. The information presented in this inservice will assist me in my program.	5	4	3	2	1
3. There was time to ask questions pertaining to the presentations.	5	4	3	2	1
4. Questions were answered adequately.	5	4	3	2	1

Circle the number that indicates how you would rate each of the following portions of today's inservice in regard to interest and usefulness of presentations.

	Superior	Excellent	Good	Fair	Poor
5. Program Coordinators' Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1

Please turn over for questions 6-9

	Superior	Excellent	Good	Fair	Poor
6. Evaluation Presentation					
a. Interest	5	4	3	2	1
b. Usefulness	5	4	3	2	1
c. Clarity of instructions	5	4	3	2	1

7. What was the most valuable part of this meeting? _____

_____

8. What was the least valuable part of this meeting? _____

_____

9. What additional information or topics would you like to see covered in future meetings? _____

_____

GENERAL INSERVICE EVALUATION FORM
1991-92

Inservice Topic: _____

Presenter(s): _____

Date: ____/____/____ (e.g., 03/05/92)
MM DD YY

Session (Check only one): _____ all day _____ a.m. _____p.m. _____ after school

Circle only the program(s) you are in:

ESEA Chapter 2 Program:
(1) FDK

ESEA Chapter 1 Programs:
(2) ADK
(3) Reading-Elementary (2-5)
(4) Mathematics-Elementary (3-5)
(5) Reading-Middle School (6-8)
(6) Mathematics-Middle School (6-8)
(7) N or D (1-12)
(8) Nonpublic (1-8)
(9) Reading Recovery (1)
(10) Chap. 1 Early Literacy (1-2)

DPPF Programs:
(11) Instructional Assistant - K
(12) Instructional Assistant - 1
(13) Early Literacy (2)

Other (Specify)

(14) _____

Circle the number that indicates the extent to which you agree or disagree with statements 1-4.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I think this was a very worthwhile inservice.	5	4	3	2	1
2.	The information presented in this inservice will assist me in my program.	5	4	3	2	1
3.	There was time to ask questions pertaining to the presentations.	5	4	3	2	1
4.	Questions were answered adequately.	5	4	3	2	1

5. What was the most valuable part of this meeting? _____

_____

6. What was the least valuable part of this meeting? _____

_____

7. What additional information or topics would you like to see covered in future meetings?

a) _____

b) _____

c) _____

Columbus Public Schools
Instructional Assistant Program (Kindergarten)
1991-92

INSTRUCTIONAL ASSISTANT ASSESSMENT INSTRUMENT

The Instructional Assistant Assessment of the Kindergarten Instructional Assistant Program is designed to evaluate your perceptions of this program. Please complete the following survey and return it by school mail no later than May 22, 1992. Thank you.

Part 1. Please respond to the following statements by circling one response which best indicates whether you (SA) Strongly Agree, (A) Agree, (U) are Undecided, (D) Disagree or (SD) Strongly Disagree with each statement.

1.	As a result of the inservice training sessions, I have a greater understanding of how kindergarteners get ready to read.	SA	A	U	D	SD
2.	The inservice training sessions helped me to effectively participate in a kindergarten classroom.	SA	A	U	D	SD
3.	As a result of the inservice training sessions, I have a better understanding of the concerns and responsibilities that a kindergarten teacher has toward the instruction of beginning reading.	SA	A	U	D	SD
4.	The topics presented in the inservice training sessions were helpful to me in understanding my role in the classroom.	SA	A	U	D	SD
5.	I understand how the supplemental reading books for the Houghton-Mifflin reading series are to be used at the kindergarten level.	SA	A	U	D	SD
6.	During the inservice training sessions, I learned many activities and instructional methods which maybe used in the instruction of reading with kindergarten pupils.	SA	A	U	D	SD
7.	These inservice sessions made me aware of the instructional resources made available by our school system.	SA	A	U	D	SD
8.	After the inservice training session, I felt prepared to help children in learning to read.	SA	A	U	D	SD

9.	I shared information from the inservice training sessions with the kindergarten teacher(s) to whom I am assigned.	SA	A	U	D	SD
10.	The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils learn to read.	SA	A	U	D	SD
11	I used the Resource Guide on at least a weekly basis.	SA	A	U	D	SD
12.	The Resource Guide was very useful to me in the instruction of reading and language arts skills.	SA	A	U	D	SD

Part 2. As required by the Department of Education, for the State of Ohio, please indicate below the AVERAGE number of sessions you work with target students per week; the AVERAGE number of students, where appropriate, and number of minutes per session. A session is defined as a block of time in which you provide direct service to target pupils, individually or in a small group. The calculation of the average number of sessions and average number of minutes pupils are served is based upon a typical week in which instruction was provided by the categories listed below.

	AVERAGE		
	Number of Sessions Per Week	Number of Students Per Session	Number of Minutes Per Session
1. Individualized Instruction			
a. Writing Skills	_____	N/A	_____
b. Reading	_____	N/A	_____
2. Small Group Instruction			
a. Writing Skills	_____	_____	_____
b. Reading	_____	_____	_____

Appendix C

First Grade Component

* CALENDAR WORKSHEET FOR RECORDING DAYS OF PUPIL SERVICE *

1991-92

Instructional Assistant Program

Student's Legal Name _____ (Last, First)

Student's Birthdate _ _ _ _ _ _ (M M D D Y Y)

Student Number _ _ _ _ _ _

Race Code _____ (1-5) Sex _____ (M or F)

Note: Please keep original worksheets for all pupils (even for pupils who leave). Do not send to program coordinator or to other schools.

Grade Level _ _

Selection Score _ _ (K ONLY)

Teacher Name _____

Program Code _ _ _ _ _

School _____

School Code _ _ _

1991-92	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	TOTALS Schdl. (1,2)	TOTALS Served (2)
Aug. 26 - Sept. 20	M	M	28	29	30	H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	//////////	//////////
(No scheduled days)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	\\\\\\\\\\	\\\\\\\\\\
Sept. 23 - Oct. 18	23	24	25	26	27	30	1	2	3	4	7	8	9	10	11	14	15	16	17	COTA		
(Max. schdl. days=19)																				0		
Oct. 21 - Nov. 15	21	22	23	24	25	28	29	30	31	1	4	5	6	7	8	11	12	13	14	PC		
(Max. schdl. days=19)																				0		
Nov. 18 - Dec. 13	18	19	20	21	22	25	26	27	H	N	2	3	4	5	6	9	10	11	12	13		
(Max. schdl. days=18)									0	0												
Dec. 16 - Jan. 24	16	17	18	19	20	6	7	8	9	10	13	14	15	16	17	H	21	22	23	24		
(Max. schdl. days=19)																0						
Jan. 27 - Feb. 21	27	28	29	30	31	3	4	5	6	7	10	11	12	13	PC	17	18	19	20	21		
(Max. schdl. days=19)															0							
Feb. 24 - Mar. 20	24	25	26	27	28	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20		
(Max. schdl. days=20)																						
Mar. 23 - Apr. 17	23	24	25	26	27	30	31	1	2	3	6	7	8	9	10	13	14	15	16	N		
(Max. schdl. days=19)																				0		
Apr. 20 - May 15	N	N	N	N	N	27	28	29	30	1	4	5	6	7	8	11	12	13	14	15		
(Max. schdl. days=05)	0	0	0	0	0						0	0	0	0	0	0	0	0	0	0		
May 18 - June 12	18	19	20	21	22	H	26	27	28	29	1	2	3	4	R	8	9	10	11	12	//////////	//////////
(No scheduled days)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	\\\\\\\\\\	\\\\\\\\\\

RACE CODES

1 = Non-Minority
2 = Black
3 = Spanish Surname
4 = Asian American
5 = American Indian

SERVICE CODES

0 = Pupil Not Scheduled (Inservice, Teacher Illness, Personal Day, Snow Day, Parent Conference Day, etc.)
1 = Pupil Scheduled and Not Served (Absent from School/Class)
2 = Pupil Served (Pupil Present)

TOTALS

	Scheduled	Served
Kindergarten		
(Max. scheduled=133)		
(Max. served =133)		
Grade 1		
(Max. scheduled=138)		
(Max. served =138)		

Date Discontinued (Gr. 1 ONLY)

_ _ _ _ _ _ (M M D D Y Y)

COLUMBUS PUBLIC SCHOOLS COMPENSATORY EDUCATION
PUPIL DATA SHEET

SCHOOL CODE ☐☐☐ PROGRAM CODE ☐☐☐☐☐ SSN ☐☐☐☐☐☐☐☐☐

School Name _____ Program Name _____ Teacher Name _____

1. Student: Last Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ First Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ M.I. ☐

2. STUDENT NO ☐☐☐☐☐☐ GRADE ☐☐ BIRTHDATE ☐☐☐☐☐☐ (m m d d y y)

3. Is This Pupil English Speaking: NO YES

4. Pupil Progress: None Some Much

5. Hours Per Week of Instruction ☐☐.☐

6. Pupil Was Discontinued NO YES

7. Parent Helped With Homework NO YES

8. Parent Reads to Child or Child Reads to Parent NO YES

92001
92002
92007
92060
92104
92017

FOR QUESTIONS 6-8, CIRCLE NO, YES, OR YOUR PROGRAM CODE IF IT IS LISTED. (SEE PROGRAM CODE ON PREPRINTED FORMS)

For numbers 9-13, fill in the number of parents involved in each activity during the year and cumulative hours of contact.

		No. of Parents	No. of Hours
9.	Planning	☐	☐☐☐.☐
10	Group Meetings	☐	☐☐☐.☐
11	Individual Conferences	☐	☐☐☐.☐
12	Classroom Visits	☐	☐☐☐.☐
13	Home Visits	☐	☐☐☐.☐

		thur 04-03-92	thru 05-01-92 from 04-06-92
14	Number of Days Service Scheduled (Carefully Read Instructions)	☐☐☐	☐☐☐
15	Number of Days Service Received (Carefully Read Instructions)	☐☐☐	☐☐☐

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Columbus Public Schools
Instructional Assistant Program (First Grade)
1991-92

CLASSROOM TEACHER SURVEY

The Classroom Teacher Survey of the Instructional Assistant Program is designed to evaluate your perceptions of the overall assistant program. Please complete the following survey and **return it by school mail no later than May 22, 1992.** Thank you.

Part 1. Listed below are statements regarding the Instructional Assistant Program. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strongly Agree, (A) Agree, (U) are Undecided, (D) Disagree or (SD) Strongly Disagree.

1.	The overall reading and language arts abilities of pupils in the target group improved significantly as a result of interacting with the instructional assistant.	SA	A	U	D	SD
2.	The instructional materials made by the assistant were useful in working with children.	SA	A	U	D	SD
3.	The instructional assistant has a basic understanding of how beginning reading and language arts are taught.	SA	A	U	D	SD
4.	The Resource Guide developed for the program has been of great value to the instructional assistant in helping pupils.	SA	A	U	D	SD
5.	During reading and language arts activities, the instructional assistant relates well to the pupils.	SA	A	U	D	SD
6.	The MAT6 instrument seemed to be an adequate measure of pupil achievement.	SA	A	U	D	SD
7.	The instructions given to complete the MAT6 testing process were adequate.	SA	A	U	D	SD
8.	The time allotted for testing was adequate.	SA	A	U	D	SD

Part 2. Please indicate the degree to which progress was experienced by target group pupils in reading and language arts which can be attributed to the efforts of the instructional assistant. Please circle the one response that best describes your feelings about each statement. Responses are (SA) Strongly Agree, (A) Agree, (U) are Undecided, (D) Disagree or (SD) Strongly Disagree.

As the result of the efforts of the instructional assistant, target group pupils are better able to:

1.	Relate and share experiences and stories in interactive writing	SA	A	U	D	SD
2.	Recognize lower and upper case alphabet letters	SA	A	U	D	SD
3.	Write numerals correctly	SA	A	U	D	SD
4.	Form and space letters and words correctly	SA	A	U	D	SD
5.	Write one or more complete sentences	SA	A	U	D	SD
6.	Read independently	SA	A	U	D	SD
7.	Recognize that words may name people, places, animals, and things	SA	A	U	D	SD
8.	Recall details in stories	SA	A	U	D	SD
9.	Read familiar groups of words or sentences accurately	SA	A	U	D	SD
10.	Listen and respond to stories,poems, plays, and other literary forms	SA	A	U	D	SD
11.	Recognize high frequency words and understand concepts introduced in the Houghton-Mifflin reading series	SA	A	U	D	SD

Part 3 Listed below are questions regarding the impact of the instructional assistant on the progress of target pupils. Please indicate your response by recording the appropriate number.

1. How many instructional assistant program target pupils are you retaining this year because of reading deficiencies?_____

2. How many additional instructional assistant program target pupils might you have retained, because of reading deficiencies, were it not for the services of the instructional assistant?_____

3. How many non-target group pupils are you retaining this year?_____

Columbus Public Schools
Instructional Assistant Program (First Grade)
1991-92

INSTRUCTIONAL ASSISTANT ASSESSMENT INSTRUMENT

The Instructional Assistant Assessment of the Kindergarten Instructional Assistant Program is designed to evaluate your perceptions of this program. **Please complete the following survey and return it by school mail no later than May 22, 1992.** Thank you.

Part 1. Please respond to the following statements by circling one response which best indicates whether you (SA) Strongly Agree, (A) Agree, (U) are Undecided, (D) Disagree or (SD) Strongly Disagree with each statement.

1.	As a result of the inservice training sessions, I have a greater understanding of how first graders get ready to read.	SA	A	U	D	SD
2.	The inservice training sessions helped me to effectively participate in a first grade classroom.	SA	A	U	D	SD
3.	As a result of the inservice training sessions, I have a better understanding of the concerns and responsibilities that a first grade teacher has toward the instruction of reading and language arts.	SA	A	U	D	SD
4.	The topics presented in the inservice training sessions were helpful to me in understanding my role in the classroom.	SA	A	U	D	SD
5.	I understand how the Houghton-Mifflin reading series are to be used at the first grade level.	SA	A	U	D	SD
6.	During the inservice training sessions, I learned many activities and instructional methods which maybe used in the teaching of reading and language arts with first grade pupils.	SA	A	U	D	SD
7.	These inservice sessions made me aware of the instructional resources made available by our school system.	SA	A	U	D	SD
8.	After the inservice training session, I felt prepared to help children develop and use reading and language arts skills.	SA	A	U	D	SD

9.	I shared information from the inservice training sessions with the first grade teacher(s) to whom I am assigned.	SA	A	U	D	SD
10.	The teacher(s) I work with has shared ideas and shown me ways to become better at helping pupils develop and use reading and language arts skills.	SA	A	U	D	SD
11	I used the Resource Guide on at least a weekly basis.	SA	A	U	D	SD
12.	The Resource Guide was very useful to me in the instruction of reading and language arts skills.	SA	A	U	D	SD

Part 2. As required by the Department of Education, for the State of Ohio, please indicate below the AVERAGE number of sessions you work with target students per week; the AVERAGE number of students, where appropriate, and number of minutes per session. A session is defined as a block of time in which you provide direct service to target pupils, individually or in a small group. The calculation of the average number of sessions and average number of minutes pupils are served is based upon a typical week in which instruction was provided by the categories listed below.

	AVERAGE		
	Number of Sessions Per Week	Number of Students Per Session	Number of Minutes Per Session
1. Individualized Instruction			
a. Writing Skills	_____	N/A	_____
b. Reading	_____	N/A	_____
2. Small Group Instruction			
a. Writing Skills	_____	_____	_____
b. Reading	_____	_____	_____

Appendix D

Table D-1

Minimum, Maximum, Median, and Standard Deviation of
the Total Reading Pretest and Posttest Raw Scores
Reported for Grade 1
1991-92

	Pretest					Posttest					
N[a]	Number of Test Items	Min.	Max.	Average Correct	Standard Deviation	Number of Test Items	Min.	Max.	Average Correct	Standard Deviation	Average Change
208	54	17	54	44.6	6.8	89	27	89	64.9	14.5	20.3

[a]Number of Evaluation Sample pupils.
Note. MAT6, Level Preprimer, Form L was administered in the Fall (Pretest) and Level Primer, Form L in the Spring (Posttest).

Table D-2

Minimum, Maximum, Median, and Standard Deviation of
the Total Reading Pretest and Posttest Percentiles
Reported for Grade 1
1991-92

	Pretest				Posttest			
N[a]	Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
208	1	84	12	16.4	1	99	15	26.1

[a]Number of Evaluation Sample pupils.
Note. MAT6, Level Preprimer, Form L was administered in the Fall (Pretest) and Level Primer, Form L in the Spring (Posttest).

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Table D-3

Dates and Topics of Inservice Meetings for Kindergarten and First Grade Assistants
1991-92

Date	Topic
Sept. 3-5, 1991	Introduction to the Instructional Assistant Program (K & 1)
Oct. 15, 23, and 25, 1991	Looking at Print/Interactive Writing (K & 1)
Nov. 12, 14, and 18, 1991	Resource Guide/Lesson Planning (K & 1)
Dec. 4, 1991	Reading Aloud to Children (K & 1)
Jan. 23, 1992	Guided Reading (Public Library - as Resource) (K & 1)
Feb. 19, 1992	Oral Language/Guided Reading (K & 1)
Mar. 11, 1992	Math Concepts (K & 1)
Mar. 14, 1992	Child Development (K & 1)
April 1-2, 1992	Balloon's Test Instructions (K)

Note: Inservice meetings were attended by kindergarten (K) and/or first grade (1) assistants